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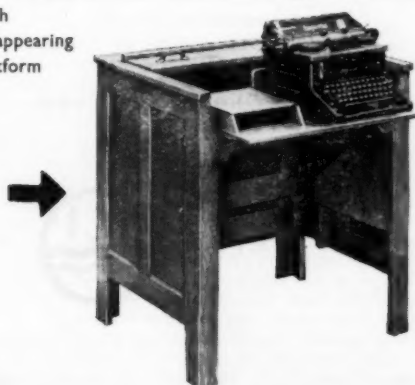
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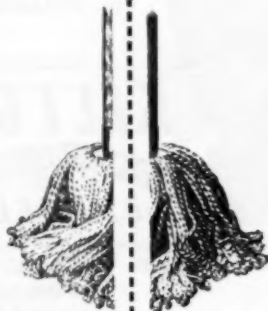
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The
**SCHOOL GOVERNMENT
CHRONICLE**

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JANUARY, 1951

More Houses mean more Schools

Minister of Education on relation between Housing and School Building Programmes

Some interesting comments on the relation of the housing programme to the building of new schools were made last month by the Minister of Education, Mr. George Tomlinson, when he performed the opening ceremony of seven new schools in Leicester.

They were, he said, only a part of a very heavy and continuing school building commitment. Not many people who were not directly involved realised how big was the educational building programme which had to be solved if we were to meet our minimum statutory obligations. To give an illustration in terms of that city alone, the number of new school places provided and to be provided in post-war buildings approved up to the end of March, 1952, will be about 11,500. Compare that with the figure of about 40,000 children who were actually attending primary and secondary schools in Leicester last January, and they would get an idea of the size of the educational building programme in relation to the present stock of school buildings. Even so, vast as it is, this programme of school building is not big enough to enable the education service in Leicester to reach the standards envisaged in the 1944 Act. Like all other education authorities, Leicester is having to concentrate on the absolute minimum essentials.

Two Urgent Problems.

Throughout the country, said the Minister, we have to deal in a relatively short space of time with two urgent problems—the shortage of facilities for technical education and the need to provide over a million school places for the increased school population and for the many new housing estates. We could do with a much bigger school-building programme. But building more schools means building less of something else, and it is no good looking at one aspect of the national life in isolation and saying that that must have a bigger slice of the cake without saying whose slice must be smaller.

There had, he said, been a lot of talk lately about the housing programme, and he would like to remind his listeners of one or two inescapable facts which are apt to be overlooked when people discuss this problem. Everyone agreed that we needed more houses than were now being built. There was no argument about that. The argument was about **how** to get more houses and that was not his immediate concern. What he wanted to talk about was the relation between the housing pro-

gramme and the school building programme, and that he said would remain true whichever Government was in power and whatever means were used to build houses.

More Houses Mean More Schools

The first point was perfectly simple. More houses mean more schools. Some new houses, of course, are being built, and will be built, in ones and twos or in small groups on odd bits and pieces of land where they can be served by existing schools. But more than half of all the houses built are in large groups in places where there are no existing schools. Therefore, either new schools have to be built for the children who will live in these houses, or the children will be out of school altogether, or large sums of money will have to be spent on transporting children from new housing estates to any existing schools which may have room for them. Therefore, it is no good talking about building fewer schools in order to find resources for building more houses. If you build more houses you must build more schools, unless large numbers of children are to be deprived of at least part of the present statutory period of education.

There are, said the Minister, some people who would be prepared to pay this price for more houses. Some people say, "Let the children start school at six instead of five years old." But, unfortunately for them and fortunately for the children, it is now too late for this solution of the problem. Raising the starting age to six now would not enable you to make any significant reduction in the school building programme.

Then they found others prepared to suggest that the school-leaving age should be put back from fifteen to fourteen. This would certainly enable us to reduce the school building programme to some extent, not immediately, but during the period after 1953.

But let us realize what is involved in a scheme like this. In the first place it would mean going back on the first and fundamental reform laid down in the 1944 Act. Is any responsible person prepared to suggest that we should abandon the aim which the nation set itself so gladly during the war—the aim of secondary education for all?

"Would it be Worth the Sacrifice?"

"I know my answer to that question," said Mr. Tomlinson, "but in case anyone is doubtful we ought to consider how many houses we should, in fact, add to the

programme by selling this vital pass in the educational frontier. Let us suppose that by putting the leaving age back to fourteen, we could halve the school building programme (I don't think we should, in fact, be able to halve it, but let us start the argument from that point). The amount of capital, labour and materials released would be sufficient for about 10,000 houses, or, in other words, an addition of 5 per cent. to the present housing programme. Would that be worth the sacrifice of a year's schooling for the great majority of our children?

"Another suggestion that has been made is that we should build fewer technical colleges in order to free resources for the housing programme. This seems to me a very curious thing to say. The worlds of science, industry and commerce are unanimous that the economic prosperity and the security of the country depend on increasing productivity and securing the better and quicker application of scientific knowledge in industry. They all agree—in fact, it's obvious—that this can only be done if we improve the facilities for the education and training of technologists and technicians at all levels. Compared with other important industrial nations, we are very backward in this field of education.

"Yet, it was a well-known industrialist and businessman who made this suggestion in the House of Commons a month ago! I wonder if he had any idea how many additional houses could be built if we cut the technical college building programme by, say, a half? Let me tell him. Half the capital resources devoted this year to

the improvement of technical education would provide about 2,000 houses, or an addition of 1 per cent. to our present programme.

"It seems to me pretty obvious that we should be very short-sighted if we made this exchange. Better technical education means higher productivity; higher productivity means more exports; more exports mean more imports, including timber for houses. Reverse the process and you end up with fewer houses, not more.

"Let me sum up my argument. More houses mean more schools. On the other hand, fewer schools and technical colleges will give you only a very few more houses in relation to the size of the present housing programme. And to get those few additional houses by this means, you would have to disrupt the whole programme of educational reform and advance to which all political parties committed themselves in 1944."

Sex Education in Essex Schools

Essex Education Committee, at their December meeting, considered a draft Memorandum of advice to heads on Sex Education in Schools, and a recommendation that this should be approved and adopted.

"It is generally agreed," says the Memorandum, "that the concern of the school in this matter is with sex education rather than with sex instruction. Children should, of course have truthful answers to questions on sex or birth, and should, in due time, be given the necessary information about the physiological facts, in accordance with their age and awareness. But much more important than the imparting of factual information is the forming of the will and the gradual strengthening of the character of adolescents to meet the demands of puberty and of adult life. A right attitude of sex must depend on a right outlook on life generally and in particular on a wholesome and sensitive attitude towards human relations. This education of the feelings is furthered not so much by talk and instruction as by taking part in a full and happy social life. Through such experiences continued all through its school life the child is helped to develop those qualities of kindness, respect and sympathy which are the basis of good sexual maturity."

The Education Committee approved the Memorandum, but also decided that further consideration should be given to this matter in two year's time.

Objection was, however, taken to this decision when the report came before the County Council on January 2nd, and members accused the education Committee of shirking their responsibility in leaving the matter to the heads of schools.

Councillor J. Hollidge said that, in Dagenham, they were very perturbed about the Memorandum. It put the whole onus on the heads and that was not good enough.

Alderman C. E. Leatherland said the Education Committee had shirked their responsibility, they had not decided to make sex education part of the curriculum, he said, nor had they decided to prohibit it. They had just passed the buck, saying: "We leave the matter to the heads of schools, together with the governors. The Education Committee should have the courage of their convictions."

He added that many teachers were well suited to impart that type of instruction, but that some were not, and he thought it would be better to have the School Medical Officer responsible for that task.

Mr. F. J. Ronald Betterall, O.B.E., British Council Representative in Italy since 1945, has been appointed Controller of the Education Division of the British Council in London. He succeeds Dr. A. E. Morgan.



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Enrolments of Teachers for Civil Defence

Teachers' First Duty to School.

A memorandum circulated to all teachers in the service of the Northumberland Education Committee states:

"The County Controller for Civil Defence is anxious for teachers to enrol in their own districts for Civil Defence training. There are many jobs connected with Civil Defence for which teachers are specially required and the Education Committee is anxious for the fullest co-operation of teachers where it is possible.

"Teachers will be anxious to know definitely where their first duty lies, and they may be reassured on this point. For, whatever job they enrol and for which they are trained, they will, nevertheless, be released for duty with their schools and scholars when the occasions arise. That is to say, the teachers' first duty is to the school and their pupils and no question arises as to this. But, it will be to the general advantage that, where possible, they should offer themselves for training in Civil Defence, understanding that they will be released for duty with their schools.

"During the last war many teachers did excellent work of all kinds, not only in relation to schools, but in rest centres, in connection with feeding and the Meals Service. It is confidently expected that similar service will be rendered if the need arises."

Visual Aids in Schools

The National Committee for Visual Aids in Education and the Educational Foundation for Visual Aids.

Joint discussions have recently taken place between the Educational Foundation for Visual Aids and the National Committee for Visual Aids in Education. The purpose of these discussions was to review the machinery in this field on a national level in order to make it more effective. A joint report has recently been approved by both bodies, the main features of which are as follow:

1. The National Committee will concentrate on the promotion of the use of visual aids in schools, and in particular will:

(a) Arrange meetings of teacher groups drawn from all over the country.

(b) Establish a central committee representative of teacher groups, as an essential part of the machinery of the National Committee.

(c) Nominate members for teacher panels and prepare a register of educational advisers with the assistance of the central committee of teacher groups.

(d) Organize and assist in the organization of courses, lectures and exhibitions, with the full co-operation of the Educational Foundation.

(e) Be responsible for "Visual Education" and other publications likely to be of value to teachers.

2. The Educational Foundation will:

(a) Continue present distribution of visual material and publication of catalogues of visual aids available for use in schools.

(b) Collaborate in the work of the association of teacher groups and in the conducting of courses, lectures, exhibitions, etc.

(c) Conduct all meetings of panels and appoint advisers, negotiate with producers and undertake all other business relating to production.

3. The National Committee and the Educational Foundation, while each maintaining its constitutionally

independent position, have recognized the importance of avoidance of administrative overlap. They have, therefore, established a Standing Joint Committee to ensure effective co-ordination of their work.

The report is issued over the signatures of Mr. H. H. Williams (Chairman of the National Committee for Visual Aids in Education) and Mr. G. R. P. Wall (Chairman of the Educational Foundation for Visual Aids), who conclude by saying: "We believe these developments will result in a better service to schools. We are, therefore, confident that teachers, local education authorities and the trade interests concerned, will welcome these changes and will give their full co-operation."

No Action on Ilford Resolution

Essex Education Committee, at their last meeting, had before them a resolution from the Ilford Committee for Education: "That it be a recommendation to the Essex Education Committee that it be their declared policy that no person known to be a Communist or Fascist be allowed to serve in the Education Service of the Essex County Council."

In the course of a full discussion of the points raised by the resolution, the Committee were reminded that at national level no special action had been taken except as regards individuals employed on security tasks, and also that the appointment and dismissal of staff to the Education Service are carried out by numerous bodies of Managers, Governors, Divisional Executives and Joint Appointments Committees. The Committee felt that at the present time there was no evidence that such bodies were failing to carry out their duties effectively, and it was decided, therefore, to take no action on the resolution.



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North of England Educationists Discuss "The Teacher"

The theme of the Thirty-eighth North of England Education Conference, held at Buxton, from the 3rd to 6th of this month, was "The Teacher." This choice of subject, said the Conference handbook, needed no apology, "since all who attend these conferences will agree that education comes into flower and fruit not in offices or committee rooms, but only where teacher and taught meet together in happy partnership. To consider the teacher and his place in our scheme of things should, therefore, be a most useful enterprise for a conference composed of members who together cover such a range of educational experience and responsibility."

Alderman J. D. Doyle, Chairman of the North-West Derbyshire Divisional Executive Committee, presided at the inaugural meeting, when the Mayor of Buxton, Councillor Arthur Salt, welcomed the President (Mr. C. R. Morris, Vice-Chancellor of Leeds University) and the Conference to Buxton.

Referring to the Conference subject in his Presidential Address, Mr. Morris said he sometimes wondered whether we did not expect more of the teacher than any generation ever has before. More of the schools and colleges; and if these do not quite entirely depend, as we in this country have always known that they do not, on the teachers, at least the teachers are their pioneers as well as the mainstay of their virtues through the years.

Home Not Pulling its Weight.

"There seems to be," went on Mr. Morris, "very widespread agreement, perhaps almost universal agreement, that the home is not pulling its weight as it did in Victorian times. This weight may have been a not altogether calculable force; but it was not a negligible one."

"Similarly the churches played a vigorous part in the lives of children and young people. When I was a child we went to Sunday School and heard regular sermons in church or chapel. We not only knew the main lines of our church's teaching, but we heard it applied week in and week out to the problems of the day—not only to public problems but to personal problems as well. Many of the personal questions which gravely perplex sixth-form and college boys and girls to-day, and on which they still have open minds, did not appear to us as problems at all. They were settled for us in church or by the wishes of our parents. Both parents and minister were passing on to us the same solutions as they themselves had received a generation before in the same place."

"At school we were expected to behave as we did at home, to reflect the opinions we had received at home or in church and chapel. The few who had no homes or bad homes would pick it up from the others. To-day a school which will accept pupils only from very good homes is thought of as shirking the main issues, as expecting to have its main work done for it before ever the pupils entered the school gate. Fifty years ago such a school was not thought of as in principle different from other schools; only as a little more fortunate in practice."

Everything falls upon the School

"To-day everything falls upon the school; that is, to all intents and purposes upon the teacher. Dr. Arnold himself could not have allotted to the school more all-embracing duties and responsibilities. When it is a question of education in general, education for the village or for the nation, education, in fact, for other people's children, every man is his own expert and throws about his judgments with confidence. But when it is a question of their own John or Mary, every schoolmaster knows the sincerity, almost the passion, with which parents fall back upon the school."

"There have at all times been some among the advanced educational thinkers, and some among the schoolmasters and school-mistresses too, who have thought that nobody

was more incompetent to bring up the average child than the average parent. In the nineteen-twenties almost everybody who wrote novels or essays seems to have accepted this view. But no one can have expected the average parent to have abdicated quite as he has. To the teacher to-day, whether in school or college, it almost seems that the pupil who has received from the home any really marked influence in matters of conviction, or even of conduct, is very much the exception."

"There are reasons for this, of course, and there is a history behind it. But it means that we are setting a very high value indeed upon the vocation of the teacher. And the teacher is going very far indeed to meet our demands on him. The evacuation of children during the war opened our eyes, as we are reminded in *Our Towns*, to some things of which we are not proud. But it also taught us, if we did not know before, what the teachers can do with our children, what a tremendous part they play in our children's lives."

Two Questions.

"We ought to be grateful to our teachers. But we ought to ask ourselves two questions at least. Are we giving them a reasonable chance to do well the job that they expect of themselves, and we expect of them? And are we anyway allotting to them a task which it is not really possible for them to perform?"

"The two questions cannot altogether be separated. In answer to the second it may be said that there are some things, and those among the most important, which can only be learned in the home. I leave aside for to-day the question of the church and chapel. But the modern parent has abdicated, not by and large because he wanted to or because he thought it was the best thing for the child, but because in the state of contemporary beliefs and lack of belief, he has found it all too difficult. He has, in practice, been driven by hard experience to accept the view of the advanced educational theorists mentioned above, and of the novelists and essayists of the nineteen-twenties, that the bringing up of a child is work for an expert. The modern mother is lost from the moment when she finds that, though she was taught with her first child to keep to regular hours of feeding, she is instructed with her second to feed the infant when it cries. After this unsettling experience with the body, it is not surprising that she treads very warily with the child mind, and is quite satisfied that things are much too difficult for her by the time the explosive development of adolescence arrives."

"But, of course, in our age the difficulties which discourage and deter the parent are real difficulties. They are none-the-less so for being left to somebody else to deal with. They are intellectual difficulties; and we live in an age of grave intellectual difficulties. We refuse to accept any authoritarian solution. We should regard it as uncivilized, as un-Western, even—in spite of the plain fact of the existence of Roman Catholic Christianity—as un-Christian. So what are we to do?"

"For a long time we concealed the difficulty from ourselves in a characteristically English way. We seemed to be able to be non-authoritarian without any of the problems of

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non-authoritarianism. We cultivated individualism and yet we seemed to find ourselves all doing the same things and holding the same beliefs. German theorists have referred to this period as the age of the dominance of the English 'gentleman ideal.' We hardly required to appeal consciously to any authority or even any tradition. We seemed not to want to do anything which was 'not done,' or to hold any belief which was not the thing. In other words the family, the home, still had us in thrall. We were subject to a time-lag in the operation of the laws of the nature of society. But now the time-lag is spent. The things which we accepted as 'not done' are now to us, and even more to our children, a source of doubt and perplexity. We are not, of course, a generation without hope, or without faith. We may well be regarded by history as a generation which has lived in the grand manner, which has done quite heroic things, in peace as well as in war, for what we have believed. But though we are not, in any sense, a 'lost' generation, we are certainly a generation without dogma, and we shall not easily accept any authority as a source for future dogma. We may not know what we mean by freedom, but we know that we do not mean that.

We Put Our Faith in the Teacher

"Where then do we stand in the field of education? In a word we put our faith in the teacher. We rely not on a system, but on the human qualities of men and women. We do not seek the satisfaction or the security of knowing that in every village and town in the country boys and girls are being taught exactly the same lessons. Still less do we wish to be assured that our sons and our daughters are listening to exactly the same lessons as we listened to thirty years ago. Were we living in the time of Tom Brown's father or of Tom Brown we might have wished this. But now it is not in the spirit of our civilization or of our age. We rely rather on producing enough men and women who will, by their human qualities, get across to our children the

things which it is necessary, for their happiness, for the survival of our civilization and the welfare of mankind, should be got across. We hardly pretend to be able to formulate or define what those things are. We just rely on the teachers to do the job.

"It may be said that this is in the English tradition. For the most part the English middle-class parent, who could choose where his son went to school, did not choose an educational theory or a philosophy or faith, he chose a school, or a schoolmaster. From what he saw, as it might be, of Winchester or Rugby, or perhaps of Thring or of Sanderson, he thought that they were good and confided the boy to them. He hardly pretended to be able to formulate or define what they would do for his son; he was content to await results and he had few fears. Now the community as a whole is taking much the same line about its teachers as a whole—just indeed as it does about its doctors as a whole. We can hardly define for ourselves what it takes to make a good surgeon; but we rely on the community's throwing up enough good doctors to make it safe and reasonable for us to send our children to the hospitals. We do the same with the teachers and send our children to the schools.

Teachers Accept Task Allotted to Them.

"We have been fortunate in this country in the way that our teachers have approached the task we allot to them. Rarely do we hear them complain that we expect too much. Rarely do they say—'We will gladly teach your children to read and to write, to count and multiply and to have some acquaintance with the uttermost parts of the earth and with the past; but the rest, character and personality and vocation, are matters not for us.' They rightly hope for, and seek, the co-operation of parents and of ministers of religion. But they show little sign of wishing to disown the widest responsibility. They know, every one of them, that on the matters of the greatest importance they have not received, and cannot under the way of life of our society receive, any formulated instructions about what to do, or even to try to do, for the children. On technical matters they have been given their techniques for teaching their pupils to read and calculate and so on. But they know that they are expected to put their children on the way to becoming good husbands and fathers, good citizens and workers for high causes, energetic and happy men. And they have no bible of instructions, not even an authoritative guide book, of how to try to do it.

"This faith in leaving so much to the teachers is part of our set and accepted philosophy, part of our way of life. We show no signs of wanting to change it, still less to reverse it. But we need to remember that if we failed as a community to maintain a sufficient supply of fit and proper persons to perform for us this high function, we should have, perforce, to change the whole system and method of our schools and colleges. We should have to do the best we could on the basis of a philosophy in which we do not believe.

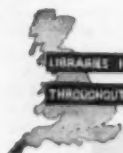
"After all, what *could* we do if in these high matters we could not trust the teacher? We should have to have techniques, and rules and rules and rules. And who would lay them down? And who would then come forward to be a teacher?"

Concluding, Mr. Morris said: "We do right, in my judgment, to devote this conference to the study of the teacher, his nature, his problems and his work. It may be, to return to the place where we began, that we expect too much of him, that we allot to him too wide and a deep responsibility. It may be that in a better society more education must again come from the family. It may be that more must again come from the churches. But any future generation which may be better in these regards will certainly owe its improvement largely to the work and humanity of those who teach the present generation. And meanwhile the preservation of the virtue of our non-totalitarian, undogmatic, freedom-loving society must owe its preservation, if preserved it is, to the human qualities of the individual

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teacher. If each one cannot reflect in himself and impart to the youth, not by his techniques, but by simply being what he is while he sets about his technical work in school or college, the best qualities of our civilization, there is no means by which our way of life can survive."

The Qualities Required by the Teacher

The Conference theme was dealt with by six lecturers from six aspects, the opening one, "The Qualities required by the Teacher," being entrusted to Mr. J. T. Christie, Principal of Jesus College, Oxford. His task, he said, was to give the ideal picture, and to paint the ideal picture was well worth doing. The schoolmaster more than any is a man on a pedestal watched by many pairs of eyes.

The best teacher, said Mr. Christie, is primarily a certain kind of man with fringes and enthusiasm outside the classroom. As we look back, that is the kind of man who has had the long-range influence on us. An influence so strong and so important that it is alarming to contemplate. Better that it should be unconscious. No one is fit to wield such an influence over the growing mind, if he can turn it off and on like a tap.

Such an influence cannot be consciously worked for, but let us not forget its fundamental importance, and it can only come by living a certain kind of life. No short cut to the attainment of it, but we can remember the negative advice: Do not limit your interests wholly to instruction and examinations; do not feel, after a good Certificate year, that God requires no more of you, that there you stand, "the ideal teacher." However well one's pupils may do, one's own personality is steadily developing and becoming either richer and deeper, or poorer and shallower. No gift, no grace in human personality is entirely wasted in a teacher.

The Qualities Required of the Teacher.

I would group my remarks round a definition four hundred years old of the teacher's duties, given in the three Latin words: *placere*, I please or interest; *docere*, I teach or instruct; *moovere*, I move or inspire. First then *placere*. Here the more instinctive temperamental qualities of the teacher come into play. His likes and dislikes, among people and subjects. If he is to interest his children, enjoy their immaturity, eagerness, absurdity, then he must, in some sense, *like* children. This definition of education is very old, but only in the last forty or fifty years has it been realized even as an ideal. The old schoolmaster had no desire to please or to interest. 'Strict' was the epithet he aimed at deserving, and he mostly did. He would have called the present tendency to make lessons interesting modern decadence, but he would have been wrong. Most of the great figures in education, Plato, Locke, Rousseau, preached it and were not listened to. Psychologically they were right. You must appeal to the emotion as well as to the intellect and will. Even the old teacher knew that, but the emotion he elicited was fear. In many cases it worked, but it set up all kinds of stresses and conflicts in teacher and learner. To-day, the teacher must appeal to the faculties which a child enjoys using; desire for discovery, readiness to wonder, to laugh and to create. All this, remember, is only one-third of the teacher's ideal. More than the other two, it requires sympathy and imagination. A Professor of Botany at Oxford described to me his experience of teaching very elementary Botany to a child of ten. He had to strip off, layer by layer, his accumulated knowledge and learning, and, by a positive effort of the imagination, to look with the eyes of a child at a tree or plant: he must remember (a small point) that the level of a child's eyes was eighteen inches lower than his own. This is a touch of true imagination.

If this is true of a fairly concrete subject like Botany, how much more difficult that of a more abstract subject, like religion. Looking back at my own memories of a child, how rigid and unimaginative was the routine instruction in religion. Lord's Prayer at four; Kings of Israel and Judah at six; Collects at nine; St. Paul's Missionary Journeys at eleven. Who would think from this that religious instruction was an interesting subject and one in which a child can go more than half way? It took the child as passive and not active. "The child can go more than half way." In this division of the teacher's qualities especially, he needs to remember that he must not do all the work. Teachers are often told that they must draw out and not put in. This is not the whole truth, but it is an important aspect of it.

Incidentally, education does not and never did mean to draw out. It comes from *educare* and not *educere*; *educare*, a very mysterious word which means to make seeds grow, and you must believe in the seed as well as in your power to make it grow. Education of some sort is going on all the time in the growing creature, even if he runs wild on the streets; a very bad, but very effective, kind of education. As teachers, we must remember these natural, wild tendencies going on steadily under the surface of formal instruction; tendencies that work more through eyes and ears than through the reason, tendencies appealed to continually by film and radio.

Solid Instruction.

So much then for *placere* or interest. But this is not enough. Perhaps it is the prevailing temptation of our age to suppose that to be interested is the same as to be educated. This idea is encouraged by short, attractive lessons on a wide variety of topics, just such as are given on the radio. I am not for one moment criticizing these; in their way they could hardly be better, but they are only preliminaries, "tin-openers."

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There is a tendency now, common in all expanding democracies to under-rate the value of knowledge. We hear much about the value of education for the effect it has on the mind whatever the subject, but all teachers, even those of elementary subjects, should not lose sight of the value of true knowledge. No doubt children will forget much of it, even most of it, when they grow up. But this ideal of thoroughness, of knowing all about something (even if it is not at a very deep level) is a priceless possession in this strident and superficial age. It gives one a standard. It enables one to distinguish between knowledge and ignorance in one's self and others, and reminds one of the biblical saying, "Teach thy tongue to say 'I do not know,'" and it fosters a healthy respect for anyone who has really mastered the grammar of a subject, the know-how as it is called, whether of a language or of Church architecture, or the beautiful skill of the ploughman or the bootmaker or the first-rate cook. Before a teacher can excel in this side of his task, he must himself have a respect for the great figures of learning and knowledge in his own subject. Must have learnt to admire the patience and even poverty of the great scientists or inventors or scholars of the past. We teachers belong to a learning as well as a learned profession. When he comes to his classroom, he must add to his sympathy and understanding a rigorously high standard of his own, strictness and patience with the children and an insistence on accuracy and thoroughness. Here, of course, the teacher will encounter drudgery. Some twenty-five years ago, less I hope to-day, there was a foolish suspicion of drudgery; an education without drudgery is a poor preparation for life. In the days of our forefathers, men were ready, perhaps too ready, for drudgery (especially if it were done by someone else). The sanction was Duty. A most unfashionable word nowadays. I believe duty to be a reality not just "a way of looking at things." Duty with its correlative Obedience, another unfashionable word. It used to be the prime virtue of the young; now rarely it is used, now and then, only of dogs! No doubt, blind, unreasoning obedience is a dangerous thing and, no doubt, the good teacher must aim at superseding external obedience to an order by internal obedience to the call of duty or conscience; but obedience is a real thing and nowhere more than in the teacher himself.

The best teacher all the time sees, behind and beyond the drudgery, the delight and value of the subject; the mountain top that can only be climbed by sweat and toil on the lower pitches. And, if the children themselves are, only too clearly, unlikely to reach any recognized mountain top—well those are precisely the children who challenge the teacher's best skill. The "interest" side of the teacher's job needed, we said, sympathy and understanding, but strictly an instructional side needs that too, but it needs also hard work, constant hope and, if hope is for the moment impossible, then faith.

Inspiration.

And so to the final aspect of the teacher's duty, *moveo*, to inspire. Here I would venture to repeat my preliminary warning: One cannot hope to watch one's step all the time; the most effective work one can do will be what comes from the unconscious self, the whole man or the whole woman; in the other two departments, *placoe*, to interest, *doceo*, to instruct, one can often see the results, and very gratifying they are. One can see for one's self in the child's eyes the dawning enthusiasm for the new discovery; one can read in mark-lists or scholarship awards the visible results of good and faithful teaching; and that is all as it should be. In this third aspect, the results are invisible, but they are the deepest and the most lasting. These children of ours, as they mature, will outgrow their early enthusiasm; they will forget the learning so laboriously amassed, but something will remain—something intangible, imponderable—an attitude to life. Nothing more than that, and nothing less than that. The true test of a school is what its products are

like five, ten, twenty-five years after the children have left. That, too, is the ultimate test of the teacher.

One would rather have expected that this long-range influence would emanate chiefly from the headmaster or the house master; the men concerned not with the details of teaching, but with the larger questions. Oddly enough—at least in my experience—it is the memories of the teacher that more often haunt the mind in middle-age; not the moral precepts of the headmaster at Prayers, but, e.g., what old Smithers used to say when he took us in Geography. Old Smithers is long since dead and died probably a humble man—"English and Geography to School Certificate standard," but there were moments in his career when he found there were still ten minutes to run before the Break and he asked no more questions. He began to tell them, say, of India, of its needs and conditions, of the lonely work done there by civil servants or planter or missionary, and there would creep into his voice the note which would tell the lazy boy that "Old Smithers was off" and he could relax. But for a few boys in those brief minutes, one personality spoke to another, and, all unknowing, the helm of their lives turned a few points nearer towards the haven where they would be, and on that bearing they set their course for life. This is the most important aspect of any teacher's life. There is less in it to talk about, more to think about and, for some, more to pray about, than in any other.

I am well aware that there are qualities which fall outside this three-fold scheme of mine. The virtues, for instance, required for dealing with insubordination. There are no rules and no routine to meet such a demand. If the teacher feels disgusted and ashamed of the conduct, let him express himself with all the force and clarity at his command. But most misdemeanours in class are not of that kind. I have been "ragged" myself, a hateful experience, and it nearly always came from high spirits. I soon found the best plan was just to be a little more high spirited than the class. And there are no doubt other desirable qualities that you may care to question me about. Anyhow, in conclusion, I would not stress too much this three-fold aspect of the teacher's task. The three sides will overlap; interest will be used to sweeten and enliven instruction; solid instruction will suddenly blossom into interest and even—who can tell?—into lasting inspiration. And so with the teacher's own qualities; in the same ten minutes he will need imagination to understand a difficulty, patience to repeat an explanation, strictness to curb extravagance. When he or she is young, these qualities will not be integrated as yet. The teacher will have to decide which instrument to choose for dealing with a given problem and may appear to the class a person of varying moods. But, as his experience grows, the patience and the quick sympathy and the strict rebuke will fuse together; he will have acquired a style. He will be imitated behind his back, and then respected. Respect is only due, especially from clear-sighted youth, to personality. And personality depends, not on being a certain kind of schoolmaster, but a certain kind of man.

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North of England Conference.

Another aspect of the Conference theme was given by
DR. ERIC JAMES, who dealt with

The Teacher and the Administration of Education

I cannot think, he said, that there are many topics in education that are at once more difficult and more necessary to discuss at the present time than the relationship between the teacher and the administrator. I must make it as clear as I possibly can at the outset that I am not one of those headmasters, of whom, unfortunately, there are not a few, who look with fear and suspicion upon all administrators, and regard them all as servants of a relentlessly inimical State. As for the central government, I have often said with complete sincerity that I believe the grant-aided character of my school to be almost as ideal as one can expect in an imperfect world, and that the freedom which I enjoy as the headmaster of a direct-grant school is certainly greater than that of the headmasters of many independent schools. It has, I think, become something of a joke with my own sixth-form that I lose no opportunity of reminding them that there is no more worthy career than that of the administrative civil service. I mention all this because in what follows I shall be critical of some tendencies in contemporary administration, and I want there to be no doubt at all that my criticisms arise from a fundamental admiration and not from a spirit of conscientious opposition, from a pride in the relationship of my own school with the State, and not from a distrust of all the organs of government.

It is necessary to be frank in our discussion, because

manifestly all is not well with the relationship between teacher and administrator. Even if we regard many of the complaints of headmasters and headmistresses about 'loss of freedom' or 'dictation' to be unreasonable, the very fact that such complaints should be made at all shows a failure in creating and maintaining the kind of relationship through which the work of education can go forward. Over a century ago that very great schoolmaster, Thomas Arnold, maintained, in the words of his biographer, "that in the actual working of the school, he must be completely independent. On this condition he took the post, and any attempt to control either his administration of the school, or his own private occupations, he felt bound to resist 'as a duty,' he said on one occasion, 'not only to himself, but to the master of every foundation school in England'." That trumpet blast of liberty for the individual school echoes a little hollow to-day, at any rate in some parts of England. And, indeed, most of us would agree that the liberty that Arnold claimed too easily degenerated into license. However good a school he made of Rugby, the majority of English schools of his time were in the state of grotesque inefficiency that the Taunton Commission revealed, and that inefficiency arose in great measure from the lack of administrative control. English secondary education to be saved required that the great father, Thomas, should be succeeded by the great son, Matthew, the administrator; it required the genius of the finest of all educational administrators, Morant—in some ways the greatest name in our educational history. Nevertheless, let us remember how profound Thomas Arnold's contribution was; he was a very great teacher; he felt that his influence as a teacher could spring only from a certain freedom. We are not so rich in good schoolmasters that we can afford to frustrate such men. We must ask ourselves in all seriousness if the present relationships in many of our schools between teacher and administrator are such that potential Arnold's would endure them.

First Cause of Distrust.

The first cause of the distrust of the teacher for the administrator arises from the far too wide significance that is now attached to the word 'administration.' Administration includes apparently every educational topic within one synoptic vision. The design of desks, the paraphernalia of visual aids, the preparation of school meals are all the subject of supplements; as one turns from them one reads regulations which lay down which children should be educated in boarding schools, or the reflections of some member of a divisional executive on the balance of the curriculum. In this wide application of the term administration is a source of great error. We rightly give a great and growing prestige to certain aspects of the administration function. But a man may be admirable on ordering desks but utterly incompetent to discuss the curriculum or to decide what kind of qualities are desirable in a university entrant, and not even the acquisition of an M.Ed. will give him that competence. If, because of his skill with desks, we label him an administrator, we are in danger of vesting him with an authority that he may well be incompetent to wield. Here I think the central government has been wise; it may sometimes burden its administrators with too trivial tasks, but it seldom makes the reverse mistake of allowing decisions of policy to be made by men too small to make them, at any rate in education, and the word 'administrative' applied to a civil servant is almost a guarantee of outstanding ability. In this over-wide use of the term, with its resulting authority, we can see a powerful reason for the suspicion with which the teacher regards the administrator. He is simply not convinced of his competence to make some of the pronouncements and some of the decisions that he does make. It is not so much the fear of being pushed around in itself that haunts the teacher as that of being pushed around by someone whose only claim to push is the label 'administrative'—and the uneasy feeling that the label should often read 'executive' or even 'clerical grade.'

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From this we move naturally to the much larger questions that rise from the growth in prestige and authority of administration in the modern state. The whole spectacular development of public education in the last fifty years has made inevitable the creation of a powerful administrative machine, particularly, one must note with some misgivings, in the last ten years. The educational field is but one example of the way in which, over the whole organization of society, a more planned and more efficient structure has led to an increasing emphasis in the importance of administration. But one may accept this as inevitable, one may even welcome it as evidence of the growth of a more just and rational society, and yet be conscious of some of the dangers which arise. The word administration has acquired an almost mystical flavour; its apparatus with its files and memoranda and clerks, has an air of power and decision much greater than that attaching to the work of the actual practitioner of the things which the administrator administers. Nor does the fact that administrators at the very highest level are very often supremely indifferent to those things which detract from the legend. This growth in prestige of administration has had certain definite effects on the teacher.

The Motive to take up Administration.

First, it has often led him to want to give up teaching and take up administration. The motive is often a mixed one; it is usually partly financial. It frequently arises from the genuine conviction of administrative gifts, and sometimes from the actual possession of them. But most often it arises from the belief that one can 'do more good' or 'have more influence' as an administrative assistant than in marking the French essays of the lower sixth. Such motives are natural enough; it is comprehensible and right that great ability should seek power. But we must always be quite sure that we are not withdrawing too many men of ability from the actual business of teaching and either extending the sphere of administration to find employment for them, or giving them work which is not worthy of their skill. It is probably easy for a headmaster to overestimate the numerical loss to the schools through this movement to administration. Friends of mine who are directors of education assure me that if every administrative assistant or divisional education officer who came from a grammar school went back to one, the result would be negligible. Yet it is true that the number of very good people teaching in schools is never very large; even one or two young men of initiative and imagination make a very remarkable difference to a school. And I cannot forget talking to a room full of administrators from one authority that contained perhaps six young men who would have brought new life to the sixth-form teaching of some schools, and, in due course, have added a necessary stimulus to the ranks of headmasters.

Nevertheless, far more important than any numerical results of the rise in the importance of administration is the decline in the prestige of the actual teacher that may well result. Here, too, it is difficult to be precise. The prestige of the majority of the teaching profession has never been high; it might conceivably be argued that in some ways, taking the profession as a whole, it stands higher than it ever did, and that in moving to a greater parity of esteem for all teachers, it is only the position of a minority that has grown worse. Yet the fact remains, that a profession which is deprived of its authority and its self-respect by administrative action will never be entered by many of the ablest men

or, at best, will be used simply as a stepping stone. Under one authority, for example, headmasters have to record the exact times of their absences from school and to make up after school hours the time they have missed, while for more than the most trivial absences they must obtain permission from the administrative staff. I should personally remain a headmaster under such regulations only for such a time as it took me to secure other employment, and I believe that such a feeling is not uncommon among headmasters. Similarly the administrative regulation that assistant teachers must clock on at the beginning of the day seems to me a direct invitation to clock off at the end, and is, therefore, not only intolerable, but silly. I must confess that it appears to me the purest cant to talk of parity of esteem, or of raising our county schools to the level of independent schools, when the teacher is placed in this kind of relation with the administrative machine. Again, if a boy from my school seeks to enter a training college, the assessment of his ability and character that I write, assisted by the experienced teachers who have known him, is no longer thought to be adequate: it must be supplemented by the impressions found in a very brief interview by an administrative assistant of a local authority. If any one has any doubts as to the low prestige of the teaching profession, let him examine the composition of the Advisory Council on recruitment and training of teachers; let him compare the number of administrators with the number of practising teachers on this Council. If we contrast this state of affairs in which the practitioner has virtually no say in the qualification and training of his own profession with, say, medicine or law or accountancy, we cannot but be struck by the difference in prestige that is involved. It is now more usual for the administrator rather than the teacher to speak with authority even on the most technical of educational issues. The process will, unfortunately, be

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cumulative. Lower the prestige of the teacher by regulation and neglect, and the quality of the profession will fall so surely as a result that the attitude will seem to be justified.

The Power of Administrative Side.

The respect and the power increasingly associated with the administrative side of education are having, I think, two particularly unfortunate effects on the teacher. In the first place it tends to make him afraid of responsibility and hence increasingly unfit to exercise it. The more efficient the administrative machine becomes, the greater is this danger. The despotism of Augustus prepared the Romans for Tiberius! I cannot honestly say that a Tiberius has yet appeared among directors of education; it would, no doubt, be absurd even to apply the word 'despotism' to nearly any administration in this country. Yet the danger is there. For example, the largest association of teachers passes a resolution asking the Minister to raise the age of transfer from primary to secondary education; it applauds the fixing by authority of an arbitrary age limit for external examinations; it demands that any responsibility for school dinners shall be taken out of the teacher's hands. It urges the administrator, in other words, to take choice and responsibility and power and temptation out of the hands of the teacher, who increasingly finds himself unwilling or unable to bear them. Even to such positions as teachers do receive on national bodies they often hasten to nominate by those of their number who have given up teaching in favour of full-time administrative work. The teacher's concern is, we know, with the child; it is difficult to believe that the children will profit from contact only with those who are so afraid of responsibility that they not only acquiesce in its removal, but demand it by great majorities.

Another unfortunate result of the increase in the prestige of administration as opposed to teaching is that many teachers, particularly head teachers, try to magnify the administrative side of their work, and do their best to appear as administrators rather than teachers. Their attitude is, admittedly, often ambivalent. They complain, sometimes far too much, about the number and variety of forms which they have to sign, but they quite obviously glory in the fact that what they describe as the burden of administration leaves them little time to teach, and certainly none to read a serious book. The demand for secretaries and clerical assistants is right and comprehensible enough, but there is a fearful and insidious joy in the multiplication of them. I had the good fortune to serve under two headmasters, neither of whom have ever written me a letter in typescript, and I am sometimes amused when I receive personal letters from headmasters of very different calibre, not only typed, but bearing all the stigmata of the urge to large-scale administration, "My ref.", "read but not signed by" and all the rest. The typewriter is a useful, if not indispensable instrument, in spite of the immense harm which it has done to personal relations and to English prose style. I mention it simply as a symbol of the devices which a man will use to build himself up to the status of an administrator, forgetting his true vocation as a teacher.

Its Effects.

The effect is noticeable not only in schools but in universities, and there its results are even more serious. The lure of administrative work is apparently strong enough to make many a university teacher desert his teaching and his research. Much of this is unavoidable; many of the complaints about the pressure of paper-work and committees are genuine enough. Moreover, it is right that some of our best brains should turn towards the administrative side of university work, particularly as that side becomes increasingly complex and important. But there are signs that much of the administration is unnecessary and its importance is magnified, in the sense that it is not worthy of the qualifications of those doing it; it is really that kind of so-called administration that could perfectly well be performed by a

person at the executive or clerical level. But so great is the prestige attaching to the word 'administration' that too often a man will rather be half-employed or badly employed doing it, than concerned with his students. Unfortunately, the process seems to be cumulative. Let a university department equip itself with an array of typists and the memoranda that they produce will require the appointment of a further staff of filing clerks to handle it, until finally we reach that consummation of administration efficiency, a supervisor of clerical personnel. But worse than this empire building, the ultimate result of mistaking the shadow for the substance in administration, is the disastrous evil which the process produces of forcing men to read documents and to sit on committees to discuss them who would be far better employed in lecture room or laboratory. The process is not a new one. That ardent academic reformer, Mark Pattison, wrote nearly a hundred years ago: "The men of middle age—struck with an intellectual palsy, and betake themselves, no longer to port, but to the frippery work of attending boards, and negotiating some phantom of legislation, with all the importance of a cabinet council—they assemble again with the comfortable assurance that they have earned their evening relaxation by the fatigues of the morning's committee. These are the leading men of our university, and who give the tone to it—a tone as of a lively municipal borough; all the objects of science and learning, for which a university exists, being put out of sight by the consideration of the material means of endowing them." The problem is not new; but it is new in scope. It is accentuated by the telephone, the typewriter, and the duplicating machine—and still more by the far greater need for genuine administration, beneath the shade of which the mushroom growths of bogus administration can so freely proliferate.

How Things can be Improved.

I have thus far indicated some of the undesirable ways in which the relationships between the teacher and the administrator have developed, and have drawn attention to the strains and frictions, the frustrations and the errors that have sometimes resulted. I must now turn to some more positive comments, and perhaps suggest some ways in which I, as a teacher, believe that things might be improved, so that the relations between teacher and administrator may become more commonly as good as they are now in some institutions and in some areas. First, I want to emphasize again the difficulty of the problem. The essential dilemma with which we are faced is, I think, clear. On the one hand, I am demanding that the administrator should not take too much power and responsibility from the hands of the teacher; on the other, that the teacher should not devote his time and energy to so-called administrative problems. There is a real difficulty here, if not a contradiction, and since, in such matters the only solution is through adjustment and change of emphasis, it is not possible to be too definite in one's proposals. Nevertheless, I think it is possible to suggest certain general principles in the light of which our difficulties may be approached.

First, I think it is necessary to think a great deal more clearly than we do as to what constitutes work at a genuine administrative level. The prestige that we rightly give to the administrator who is concerned with laying down organization and policy of the most general kind, must not be accorded to individuals whose responsibilities are mainly executive or clerical. Prestige is an abstraction; one of the ways in which it receives concrete expression is in salary scales, and we must be careful that we do not give a salary that is altogether inflated compared with teaching standards to people who, because their work is mainly in an office, like to imagine that they are administrators.

This is related to a very necessary clarification of function of a slightly different kind. Not every educational administrator can speak with authority on a very large number of educational matters. One of the things that the teacher most

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urgently demands from the administrator is efficiency in what may be called the bursarial side; that is to say, he wants a stable background to his activities, a background of desks and buildings, of meals and equipment, and where these have a particularly direct connection with his work, he expects to be consulted. It is, I think, true to say that matters most frequently go wrong between teacher and administrator because those who are responsible for this aspect of the work of the schools claim authority on the purely educational side. The same individual who decides whether a school can afford a cinema projector, and who arranges for its purchase, will sometimes set himself up as an authority on the place of the cinema in education. It is not possible, unfortunately, for every school to have its own bursar. But I see no reason why groups of schools of all types should not share one. His function would be to look after the economic and material welfare of the schools; he would be a colleague of the head teachers, not a representative of the 'office' on whom promotion might depend, nor a man who regarded himself as an expert on educational policy, seeking promotion to a directorate, though sometimes with exceptional men, such a change could happen. I have particular and personal reason for knowing the fundamental importance of a bursarial side that is based on co-operation and loyalty to the school as a community, and I see no reason why groups of schools should not be given something of the same advantages, resting on a considerable degree of financial autonomy and individual control.

Freedom for Individual Schools.

This is but one aspect of the much wider principle that the administrator must leave the individual school as free as possible. This ambiguous phrase raises the vast question of freedom in a society that is at once planned and democratic. I have only time to touch on one or two aspects of what is, after all, one of the most interesting problems of the contemporary world. At every moment I believe that the administrator must ask himself the question: "Is this a decision that I can possibly leave to the individual school?" If it is, even if there is a considerable risk of the wrong decision being taken, I believe he must leave that liberty unimpaired. He must do so, so that our talk about the individual school being a free community may not be the purest hypocrisy; so that those working in it shall not feel frustrated and cramped; so that it can keep in its service men of the highest ability and initiative; above all so that he himself may preserve his integrity against the assaults of the desire for power. I must pause here to meet an obvious objection. When I speak of the school, do I not mean simply the headmaster? Am I not ingenuously, if naturally, asking for headmasters to be free to impose their policies? To some extent this is a real objection, and 'the school' is an ambiguous phrase. There are, and always will be, headmasters and headmistresses who are petty despots, and who will use any liberties they retain to impose a tyranny on their staffs and their children. But this will happen in any case. It is, I believe, less likely to happen if we encourage men of ability and developed personality to stay in the schools. Liberty is a climate that permeates a chain of relations. A headmaster who is free from dictation will be more likely to be liberal and bold in the liberties that he allows than one who is harassed and frustrated by regulation and control.

It is, unfortunately, impossible to define precisely the liberties that can be left to the individual school. On the one side, the administrator must consider efficiency; he is responsible to the taxpayer or the ratepayer, to the parents and to the children. But let us not forget that the teacher shares these responsibilities, and a greater measure of liberty can only increase the apprehension of them. Nothing is more infuriating to the teacher than the bland assumption that the administrator is a servant of the community in a way that the teacher is not. That administrators believe that some teachers are capable of making rational decisions

on a large number of matters is shown by the frequency with which they send their own children to independent schools. I am well aware that many teachers are very stupid or should I say less wise than others, but it is, nevertheless, true that convenience, uniformity, even efficiency must be sacrificed if we are to ensure that our schools are communities and our children are taught by men and women capable of independent thought and decision.

I am not really seeking to weaken the authority of the genuine administrator at the highest level. I am indeed asking for administrators who are strong enough to take the risks of delegating authority not to a succession of lesser administrators under their immediate control but to the schools themselves. Our greatest danger is a vast and timid administration that fears the exceptional, and dreads mistakes so much that it is prepared to sacrifice the liberty that may cause them.

Let me take an example that illustrates what I mean in a clear, if trivial, way. I was speaking some time ago at a teachers' residential course organized by a local authority. In the training college where it was held there were a number of reproductions of modern pictures which were going to be distributed through the schools. I said how much I admired them (my own school had recently been acquiring some identical ones), and I asked who had chosen them. The art organizer, I was told, "You don't leave any choice of pictures to the individual teachers, then?" I asked. The answer, "Oh, we couldn't risk that; they might choose the wrong ones," raised more points of social theory than my informant probably realized. The children are the ultimate care of us all. I agree that it would be corrupting to the children to look at the Stag at Bay or the Boyhood of Raleigh rather than at Matisse or Wadsworth. Yet, will not the corruption be deeper still if they are taught in a school, however well it is decorated, staffed by teachers from whom the capacity for choice is removed? There is one dilemma, even if we admit that the taste and the judgment and the wisdom of the administrator is always right, which very clearly it is not, it may still be better in the long run for the teacher's decision to prevail. Many of the things of which I am thinking are no doubt trivial; dates of holidays, leave of absence, school visits are among them. Such things as these are dealt with adequately in some schools. Why not in all? I believe that if we left even such an apparently thorny question as the duration of holidays to the individual schools, a rational solution would usually be forthcoming.

These are, as I have said, small matters. On the larger and much more important questions of curriculum and technique, I believe that in the long run the multiplication of organizers of drama, or physical education, or art and all the rest can have anything but an enervating or infuriating effect on the good teachers; while on the bad it can have no effect at all, since nothing can. There are many teachers, let me say it frankly, who are profoundly doubtful as to the wisdom of having too many local education authority inspectors of schools, however helpful and wise some of them undoubtedly are. The local authority organizer or inspector, with his varied tasks and undefined objectives is, in spite of the high personal quality of some of them, in great danger of creating in the schools the sense of being over-controlled and of removing from them the need and the possibility of initiative.

The next problem to consider is what advice the administrator should take when it is necessary for him to make what may be called specifically educational decisions. Such decisions, on questions such as the curriculum, should be left as far as possible to the individual school under the influence of general academic opinion. But to solve some problems that face the administrator requires a considerable element of technical educational knowledge. Some administrators, of course, rely on their own experience. Few beliefs are more dangerous than that three years' teaching,

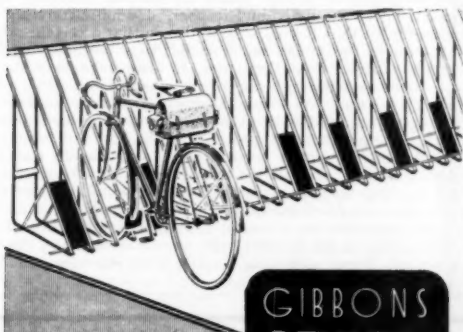


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twenty-five years before, qualify an administrator to express an opinion on the place of art in the curriculum, the proper age to take an examination, or the value of local surveys. It may, perhaps, be one explanation of the greater regard that most teachers have for central rather than local government that the administrative civil servant never claims any technical knowledge of education, because he has never taught. For technical advice the central government relies on the Inspectorate and to some extent on advisory councils. The first is an admirable method. A group of individuals nearly all of whom have been first-class teachers, who are in close touch with the schools, and are receptive of teachers' opinions, provides a source of practical wisdom really well qualified to advise. Advisory councils, as at present constituted are less free from objection. They usually include far too many representatives of supposedly interested groups, who are often professional administrators long out of touch with the realities of the classroom. I would suggest that the administrator, particularly the administrator in local government, must be far more prepared than some are now to call on the educational knowledge of the teachers in his area for advice on specific problems. This is obviously a totally different question from that of having a teacher's representative on an education committee. Such a representative is chosen as a proper safeguard of the teachers' interests. I am thinking of something much broader. If it were known that before reaching a decision on a major question of policy, a director and his committee turned to a group of outstanding teachers, not to hear their representations or complaints, but as experts by whom they would be guided, the improvement in morale would be profound. In some areas something like this already happens. It must become far more general and the authority of the teachers far more obvious. For it to be fully successful, I think, too, that in any area there must be some teaching posts of such acknowledged importance that their holders can speak to the professional administrators as equals and one would hope, as friends. This is a fundamental point affecting questions of status within the teaching profession that I cannot pursue here.

The final obligation that the teacher lays upon the administrator is the most important, and the one that raises the most difficult general issues. The administrator must be both the bridge between the popular will and the individual school, and the bulwark between the classroom and often ignorant interventions of majorities. If, on one side of him the administrator has the teacher clamouring for expenditure and liberty, on the other he has the elected representatives demanding economy, or comprehensive schools, or the universal teaching of Esperanto. His is the thankless and intricate task of explaining to each side the limits of the possible and the desirable, in terms of finance, of social and political realities, and of the nature of learning.

Ultimately, we are driven back to one of the most fascinating of political problems: What are the proper limits to the power of the State? Theoretically, in a democratic society, a majority of the elected representatives can do anything at all. Since, however, most fields of possible activity are very technical, the elected representatives leave them to the acknowledged experts. But education is of all subjects the one in which every man and every woman feel themselves an expert; it is, moreover, one that very obviously affects the whole character of society in a particularly fundamental way. Is there, then, any limit to what the elected representatives should do with our educational system? In this context I must quote at some length a passage from Whitehead's *Adventures of Ideas*. "The State represents the general wisdom of the community derived from an experience wider than the topics of the various sciences. The role of the State is a general judgment on the activity of the various organizations. . . . But where the State ceases to exercise any legitimate authority is when it presumes to decide upon questions within the purview of sciences or professions. For example, in the teaching profession it is obvious that young students cannot be subjected to the vagaries of individual teachers. In this sense, the claim for the freedom of teaching is nonsense. But the general community is very incompetent to determine either the subject matter to be taught or the permissible divergences to be allowed, or the individual competence. There can be only one effect, and this is to general professional opinion, as exhibited in the practice of accredited institutions. . . . The State of Tennessee did not err in upholding the principle that there are limits to the freedom of teaching in schools and colleges. But it exhibited a gross ignorance of its proper functions when it defied a professional opinion which throughout the world is practically unanimous." Whitehead's line of thought seems to me the right one. And it is the supreme task of the administrator at the highest level to make clear to the representatives of the State the proper limits of their power over the individual teacher. He must convince his committee that if they wish to decide that a certain school shall play rugby instead of soccer, they are behaving like fools; that when they wish to substitute Russian for French, or handwork for Greek, against the will of the teachers, they are exceeding their legitimate authority; that it is improper to lay down a rule that in the committee's schools only activity methods may be used, or that, alternately, they may never be used. And not only must the administrator prevent his masters, the elected representatives, from doing such things, he must at all costs see that he does not do them himself, nor seek justification for his own prejudices by claiming that they are the will of his committee or his Minister, and, therefore, in effect, the will of God. Faced with what he regards as the wrong-headed-

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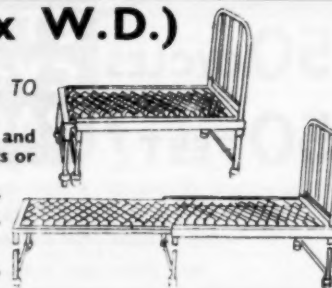
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ness, the antiquated methods, the reactionary (or revolutionary) devices of some teachers, he must be prepared to wait until the power of educated academic opinion has had time to make itself effective. The educational administrator is one of the instruments of that opinion; he is one of the most powerful instruments—but, nevertheless, only one. For his part the teacher must show that he is aware that the administrator provides for him the background of organization and the defence against irresponsible interference that makes his task possible. He must repay his debt by using his liberties wisely. He, like the administrator, must show his awareness that above them both stand even greater masters than majorities, I mean the tradition of culture, and the welfare of the individual child.

In its highest interpretation administration, like teaching, is a matter of personal relationships. The quality of administration depends ultimately on a quality of individuals, which transcends machinery just as teaching transcends the apparatus of curriculum and time tables. Ultimately the aim of both is the same: the welfare of the individual child and man and woman. Almost the greatest of our national blessings has been that on the whole we have taken this high view of administration, so that, into the highest administrative posts, we have recruited not only many of the ablest of our citizens, but also many of the best. The result has been that the difficult problems of adjustment between the administrator and the teacher have been on the whole solved with amazing success. One has only to talk to foreign visitors to realize that this is perhaps our greatest single contribution to education. It is because as a teacher, I am very deeply aware of this that I believe that we must devote our best efforts and our wisest thought to strengthening these balanced and delicate relationships, even under the strains and questionings of a new social order.

The Teacher and the Child

BY PROFESSOR SIR JAMES SPENCE, M.D., D.Sc., F.R.C.P.
(*A third aspect on the North of England Conference Subject.*)

There died a few years ago a remarkable man named Wilfred Trotter. He was a surgeon, but he is better known as the author of *Herd Instinct in Peace and War*, which he wrote when young. But, I would place much higher some of his collected essays, and I have in mind his essays on "Art and Science in Medicine" and "General Ideas in Medicine."

In these essays he argues that the genius of man has devised two methods by which his culture is built up and put into use. These are the practical arts and the applied sciences. To support his argument he proceeds to examine the constituents of which medicine is made up. It is in part a practical art, in part, an applied science, and only in small degree an experimental science.

Trotter distinguished a practical art from a mere skill on the one hand, and from a fine art on the other. A practical art carries its possessions in precepts and rules of thumb which are applied to individual cases in the light of a trained judgment. It is taught, first in these precepts and rules, secondly in experience of its material, and thirdly, and most important, by example. The method of apprenticeship is thus the keynote of education in the practical arts, because it brings the pupil into familiar contact with his material and gives him the constant example of his teacher in the actual things he himself will ultimately have to do.

Medicine and teaching are similar practical arts, in that they both require a familiarity with their material—the human young. They are alike also in the readiness with which they descend into the humdrum of hack work, although I feel that medicine is freer from this danger than teaching, because each of its professional episodes carries the stimulus of a personal obligation. In yet another way teaching and medicine are alike. They both fall quickly into

quackery if they pretend more than they know, or boast too soon that they are applied sciences. For we must not claim that the upbringing of children is an applied science or is likely to be within any foreseeable time. It is better to regard it as a practical art. To be skilled in this art one must be familiar with its material and we must observe as clearly as we can the methods of master craftsmen dealing with that material.

To be a master craftsman with the human young and to be completely familiar with them at all ages, of all types and in all environments is beyond the capacity of anyone, but you can imagine someone coming near to that comprehensive experience if he himself has been born in a big family, has spent his childhood in the rough and tumble of village life, has been to a variety of schools, has known the exploits of field and hedgerow in adolescence, has grown to manhood in the responsibility of marriage, has reached maturity in the responsibility of fatherhood with a variety of children of his own, and emerged at the end of this long journey with a still observant eye. This is an opportunity which falls occasionally to a village school master or doctor. Many of them are wise in such experience. But the most exemplary craftsman is the wise and mature woman who has had all these experiences in the rearing of her own family. It is worth our while to look at her closely.

In planning our observations we must be on the look-out for correlations between physical health, emotional skill and intelligence. We will see how each of these progresses or retrogresses, and how much each depends on a good start in early life. In this respect intelligence is less vulnerable than physical or emotional health. The physical health of young children is completely at the mercy of environment, emotional health nearly so, while intelligence is far less vulnerable and can survive many environmental hardships and deprivations in early childhood without injury to itself.

[Continued on page 202]

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Month by Month

The
Student
and
Conscription.

A USEFUL and lively discussion on conscription took place shortly before Christmas at the Conference of Universities of Great Britain and Northern Ireland. Mr. E. Scritt, Secretary of the Oxford University Appointments Committee, gave it as the general Oxford opinion that it was better for the student to be conscribed before beginning his university course. Mr. T. R. Henn, Senior Tutor of St. Catherine's College, Cambridge, gave the general opinion of his university. This was by no means as emphatic. "On balance," he said, "there was a tendency to say" that students should do their training first. Mr. Henn was careful to add that, as a result of his own careful observation, he no longer shared that opinion. The trouble lay in the administration of conscription and in the spirit in which it was received. It was left to a Government spokesman, Sir Godfrey Ince (Permanent Secretary to the Ministry of Labour and National Service), frankly to recognize that conscription was "an interference with the liberty of the subject." His speech showed a humane approach to a difficult problem. Major-General H. Bawbridge, War Officer Director of Manpower Planning, also recognized that conscription was not, as is sometimes claimed, socially and morally desirable. It was necessary solely because there was no alternative. It impinged on every walk of life. The Ministry and Service speakers took a line strikingly different from that of many university speakers. *The Times Educational Supplement* gave sound reasons for advocating the postponement of students' conscription until after their graduation. A disquieting feature of many speeches from university workers was their insistence that, as Mr. Scritt said, it did not matter what a conscript did "so long as he did not take the same kind of work as he expected to follow in civil life," or as Mr. Henn said, the student "should forget his studies and take cheerfully whatever the Services had to offer." There is something almost callous in such advice which we hope the Services will ignore. Nothing can help the conscript through his two years of enforced service more than opportunities to begin or continue studies appropriate to his university course or to his future career.

Festival
of
Britain.

THE only criticism one can make of Circular 231 is its very late publication, and of the Festival is its title. "British Festival" would have been definitely preferable to "Festival of Britain." The latter recognizes and perpetuates the post-war habit of misnaming what is still a great little island. The name of this kingdom and country is *Great Britain*. Thus, only can it be translated into French. Without the adjective, to which our country is fully entitled, the name would mean to our nearest foreign friends the Festival of Brittany. There really seems to be no reason, other than official depreciation, why it should not have been called the "Festival of Great Britain."

There is so much in the Circular on the English observance of the Festival that is of value that one can but regret that it was not issued earlier. December was probably early enough to influence next term's time

tables and curricula, but is almost too late when it is a question say of "co-ordinating on a county or county borough basis the festival activities of all the schools and other institutions" in an authority's area. The Festival will begin on the 3rd May. Help and guidance on the whole subject of the observance of the Festival might have been of practical value a month or two ago. It is, nevertheless, good even now to be officially reminded of the purpose of the Festival. It is to "tell the story of British contributions to civilization." The Festival aims at "putting the whole of (Great) Britain on show" and "as presenting national achievements through local as well as national celebrations." It is obviously desirable that the curricula and activities of the schools should be associated, and associated worthily, with these purposes. Local education authorities, schools, youth organizations and further education institutions, as is admitted in paragraph 4, had before the issue of the circular "already taken steps to participate in the Festival activities" of their areas. It may be possible in some cases to review those steps and, where plans have not yet been completed, to ensure that the proposed activities are as the Ministry urge they should be—indigenous, spontaneous and individual contributions to the national effort.

The examples given of projects in which children and youths might participate are good, with the possible exception of essay competitions, but should not be regarded as exhaustive. We welcome and support the plea for the brightening and tidying up of our town and countryside. Every area in England and Wales has its particular interest, and often even its particular beauty. The littering of streets, squares, parks and fields should cease and so should the spoiling of urban gardens and the decay of urban graces as seen in many neglected buildings in our towns to-day. "A modest pride in architecture" may be roused in eyes opened to "worthy examples of domestic architecture," and it need not be too modest. Schools and particularly schools of art, may do much to ensure that the Festival is productive of some lasting good.

Freedom in Education.

PROFESSOR LESTER SMITH'S Presidential Address to the Conference of Educational Associations was notable for its recognition of, and insistence upon, "diversity, freedom and the intangibles." The Conference itself, with over fifty associations and societies participating, was "an annual demonstration of our belief in diversity, a seasonal act of faith that, come what may, the ironing process of uniformity shall never destroy our traditional freedoms." Mr. Lester Smith spoke moreover with a lifetime's experience of local education authority administration. His words gain in significance by that fact. One of the dangers besetting English education and English life to-day comes as he said, from the confusion of equality with uniformity. Diversity in education he regarded as "objective number one." Professor Lester Smith asked and answered a question which confronts all educators to-day. Should education take a part in moulding the kind of citizenship best able to stand up to the challenges of this unsettled age? He hoped that we should confine our task to helping children to become good citizens according to our lights, and that we should eschew all temptations to use education as a means of moulding society.

We agree that only thus can English education remain free and escape the political prostitution which is only too common among many nations to-day.

Those who share the views of Professor Lester Smith will wish to see preserved in England the liberty to learn and to teach outside the still new statutory system of 'maintained' schools. The Minister, when he addressed the Independent Schools' Association last year, disclaimed all intention to 'liquidate' such schools. He did, however, make plain his own view that such schools really ought not to exist and might some day happily be frozen or starved out of existence. Such a view does not accord with the recognition of the need for both freedom and diversity in education. At the same time one can but regret that claims are so often made for independent schools which deny or at least ignore the freedom which characterizes the education given in maintained schools to-day. Addressing the Association of Head Mistresses of Recognized Independent Schools, Miss Ethel Studwick spoke of a certain human touch, a consciousness that every child is an individual deserving of respect as if they were to be found only in private schools. Her reference to the large classes which kill the individuality of the child is less needed in 1951 than it was in 1921 or 1931. In May last, the Minister was able to report that, in primary schools, the average number of pupils per teacher, in January last, was 30.4 and in secondary schools 22, and even these are falling figures. There was, however, much in the speech of the former High Mistress of St. Paul's Girls' School, that was refreshingly true. The type of school that is being built to-day is as far removed as possible from the family school of which Miss Studwick spoke. The family feeling of the small school cannot be experienced in "the tremendous new brick and tile buildings, with all their modern horrors, in which so much of humanity is lost in a maze of bricks and mortar."

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Governing Bodies—Further Education

To the Editor, SCHOOL GOVERNMENT CHRONICLE.

SIR,—With reference to your paragraph on the above matter (in your November issue), may I say that the Blackpool Education Authority has received the same kind of letter from the Ministry of Education?

My Committee, however, takes the view that until the Ministry of Education is prepared to take some active steps to safeguard the position of the Education Committee in relation to the Education Authority, it is not reasonable to press for more freedom for the Governing Bodies. So long as members of the Local Education Authority meeting in Council, can hinder administrative decisions arrived at by the Education Committee, there is bound to be frustration, and there is a tendency for Clerks and Treasurers to endeavour to influence members of the Authority in meetings of the Education Authority when the Education Officer is not present. My Committee has expressed the opinion that it is the duty of the Ministry of Education to deal with the major problem before pressing Authorities to deal with the minor.

Yours faithfully,

F. E. HARRISON,
Chief Education Officer.

Blackpool.
December 14th, 1950.

*North of England Conference.**Continued from page 199.*

I shall not attempt to define emotional health but ones capacity to achieve it is due firstly to the inheritance of a good emotional apparatus, secondly to healthy exercise and development of that apparatus in a succession of experiences appropriate to each stage of development, and thirdly to the avoidance of experiences which will injure and permanently cripple the emotional apparatus. You will see here the parallel between physical health and emotional health. For physical health we need firstly to be born with a good body, secondly to have plenty of good food and exercise appropriate to the age, and thirdly to avoid physical injuries, diseases and deprivations which will permanently cripple. To complete the comparison we must note that the emotional apparatus is more liable to permanent injury than the more obvious physical apparatus of our bodies. Many reach the full grace and beauty of physical maturity. But very few reach an equivalent emotional maturity. For that reason few of us achieve a complete harmony in our personal relationships.

I dwell on emotional health and introduce it in this way because I want to turn your attention to observations on the human young and to the environment which nature has designed for their development.

As the physical processes of digestion, breathing, sweating, seeing, hearing, are various and different in their mechanisms, so there are different emotional processes, different both in their mechanisms and in their biological values. The most primitive emotions, and the feelings they arouse, are concerned with self preservation, with food finding and with sex. Above these there are emotional reactions with a higher biological value, which are used as a means of communicating between one person and another. Their purposes may be primitive, but their techniques are capable of education. At a still higher level emotional reactions are used not only to communicate, but also to persuade and influence. In this connection they can be used to reinforce reasonable argument. Emotional gesture, emotional speech and emotional writing are the instruments of this emotional skill.

So far I have suggested that the maintenance of good human relationships is a practical art; that the emotional mechanisms are the tools of the art; that skill in the use of these mechanisms can be cultivated by exercise and experience. These statements imply that there is such a thing as education of the emotions. If we accept Trotter's view it follows that a master craftsman can play a vital part in that education.

Where would we look for an example of the master craftsman? What observations should we make when looking? I would take the example of a mature woman with five or six children and observe how she deals with her material. For full observation you should place yourself in a position to watch her over long periods, in many situations, dealing with children of all ages, and in all moods. It will be impossible to get these by constant and continuous observation of one example, so you will have to piece the picture together by many observations. It should start by knowing that woman in her own childhood, and by seeing her home environment, noting the culture in which she grows. We see her next in her first pregnancy, and then with her new born child. We observe how critical an experience that is. She is now an altered person as a farm yard hen is altered with its new responsibility of chickens. She evinces new qualities she has never shown before. Stage by stage with the growth of her child she finds new techniques, new devices, new sentiments, new attitudes, each of them marking a stage in her own development and helping the emotional development of her child. Unless she is prevented by inimical influences or perverted by false ideas.

See this woman ten, twenty and thirty years later with her family of five or six children growing up alongside her,

until she herself reaches full maturity passing on her craft to her older children now married or marrying. Ten years after her marriage she is dealing with a young family ranging in age from infancy to the age of 8 or 9. She is engaged in a continuous process of protection, of encouragement, using mainly emotional devices to control and educate. For the plying infant she has one language, for the toddling child another, for the older children another, each appropriately adjusted to the age and mood of the child she is dealing with. For all these occasions she uses emotional attitudes, with love and tenderness as her chief instruments. But she legitimately resorts to anger, to laughter, to chiding, to cheering, to disgust, to approval, to sympathy and to sorrow. All this against a background of habit and custom which is the particular culture of that family.

Ten years later the children are now in or near adolescence, and new situations are arising. But the woman's craft and skill adjust themselves to these situations. She now demonstrates qualities discernible as virtues. While these qualities and virtues are most lovely in an intelligent woman, they are not intellectually conceived. They have force only if they command respect, and respect comes through emotional communication and not through rational exposition. She teaches by example as does any master craftsman. Later, when this woman reaches her full maturity, and if she has been sustained by the love and help of a husband, we see in her one of the highest products and instruments of our western civilization. The techniques of our culture may be man-made, but I believe that transmission of this culture from one generation to another is the woman's work.

The master craftsmen of child rearing work by experience and rules of thumb, but most of them are guided also by standards of value, which they have acquired in their own childhood or under a later influence. It is interesting to note the slow shift up and down of these values. For the Greeks they were the cardinal virtues of justice, wisdom, courage and self control. These reflected the predominance of the male in Greece, for they are all manly virtues. I prefer E. M. Forster's list—sensitivity, pluck, and consideration for others, for these are applicable both to men and to women.

* * * The Editor regrets that owing to space limitations, other North of England Conference papers are held over till next month.

Training Technical Teachers

New arrangements for the training of teachers of technical subjects have been announced by the Ministry of Education.

Under the Emergency Training Scheme, which is now ending, a beginning was made in providing full-time training for experienced personnel from industry wishing to teach in technical colleges and similar institutions, including secondary technical schools. Three colleges in London, Huddersfield and Bolton, which have been in use for this purpose hitherto, are to be continued as part of the permanent training arrangements. These colleges will, in future, be maintained by the local education authorities concerned.

Courses, normally of one year's duration, will be open to persons not under twenty-five years of age who already possess appropriate technological or commercial qualifications in their special subjects and who have had practical experience in industry or commerce. The qualifications include a degree or professional equivalent, Higher National Certificate or the full Technological Certificate of the City and Guilds of London Institute. The College authorities will be responsible for the selection of the students.

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Association of Assistant Masters Reaches Diamond Jubilee

The Retiring Chairman, Mr. W. H. Carhart, B.A. (Wolverhampton Grammar School), looks back and forward.

On July 11th, 1891, a few enthusiastic men met together and founded an Association "to promote and watch over the interests of Assistant Masters in Secondary Schools." The first Annual Meeting was held in October of that year, and by the end of the year the membership was seventy-two. Ten years later, it had a membership of 1,500 and became incorporated. With a membership of 16,000 this year, we celebrate the Diamond Jubilee of the foundation and the Jubilee of the incorporation of our Association.

It may be well to take first the Association's struggle for security of tenure because it was this object which perhaps took first place in the early days. In those early days assistant masters were not only the servants of the head master of their particular school, but a new head master could—and sometimes did—dismiss the lot and make new appointments. It was not until 1899 that, following the dismissal of the staff of Grantham Grammar School, upon the resignation of the head master, the Charity Commissioners ruled that "the engagements of assistant masters were not *ipso facto* terminated by the resignation of the head master." In 1906 the Association fought the dismissal of the staff of Richmond Grammar School by a newly-appointed head master. The fight had only partial success. The jury awarded damages for dismissal without a term's notice, but the Court ruled that assistant masters could be dismissed without cause assigned and that they were the servants of the head master. The Court of Appeal upheld this ruling. "Out of this nettle danger" the fifteen-year-old Association plucked "this flower safety" for, in 1908, it obtained, as a direct result of this case, the Endowed School (Masters) Act, whereby the assistant masters became the servants of the governing body of the school. The years have seen numerous fights against unjust and hard dismissals, but now head masters are no longer the enemy, but sit side by side with us as members of the Joint Committee of the Four Secondary Associations to draw up in conference with the National Union of Teachers and with local authorities recommendations on Conditions of Tenure of Teachers.

The development of the Joint Four Committee, to use its shorter and more usual name, has been one of the most satisfactory and encouraging features of the last twenty years. That the teaching profession should become more closely united is an ideal shared by the great majority of teachers, but the unity of feeling and of outlook must precede unity of organization if success is to be achieved. At present, the profession may be broadly grouped in two sections, those who have had a university education or its equivalent and those who have not. Here we omit the temporary further division of the emergency teacher. For good or ill, the profession in 1944 agreed that the one-year trained teacher should be considered qualified after further part-time study extending over a probationary teaching period of two years. We must accept and stand by that decision, and include these emergency teachers in our second category. The great division, the division which makes a united teaching profession difficult, is between the university graduate with his three years' study now, in most cases, followed by a year of professional training and the teacher who has spent two years at a training college, two years of which most has been spent not in professional training, but in carrying on his general education. I urge with the greatest insistence that, as the first and longest step towards the higher standing of the teaching profession, as a whole, towards its unity and towards what is of even

greater importance, the good of the schools, that is to say the good of the nation's children, the present two-year training college course should become a three-years' course. The university institutes of education should, I believe, regard this as their main objective, followed closely by the greater integration of training colleges with the university with which, at present, they are little more than nominally connected. I should like to think that these measures might be followed by all teachers becoming graduates after courses suited to their varying interests and abilities, but, at any rate, no longer should some teachers be trained in institutions where they are segregated from all those preparing for other professions; all teachers should come into the schools with the advantages of having lived, talked and studied with other students besides other intending teachers.

This question of federation and confederation of teachers' organizations has lately been discussed in the international sphere. At Stockholm, in 1949, and Amsterdam, in 1950, the International Federation of Teachers' Associations, representing associations of teachers working in what we in this country used to call elementary schools and the International Federation of Teachers in Secondary Schools held some of their meetings in common and discussed subjects of common interest. They spent, too, much time (not in joint meetings) in drawing up a constitution for a World Confederation of Teachers. This constitution has now reached almost a workable form, and it is hoped that very soon the first meeting of a World Confederation may be held. This Association wishes every success to the World Confederation in which as members of the secondary federation, it will play a full part while zealously guarding the position of the secondary federation in its own narrower sphere.

The particular subject of discussion at the joint meetings at Amsterdam this year was School Libraries, and it was evident that teachers of all countries felt that there was a great need for Governments (national and local) to recognize in the most practical way, that is by the expenditure of more money, the great importance of this part of school education. You will remember that Mr. Churchill once said that if England were given the tools she would finish the job. I am afraid that the teachers' job is not of the kind that can ever be finished—at least not in any sense in which we would wish to finish it—but, I am sure that education authorities do not recognize the overwhelming importance of the book among the teachers' tools. *To use the modern jargon; in the list of educational priorities we should place first the teacher and then the book; the building itself is important only as providing a place in which the pupil can meet these.* Reading is not only a method of learning; it should be one of the main objects of education. To succeed in teaching our pupils to find pleasure in reading and to read thoroughly and with the ability to distinguish the wheat from the chaff, the true from the false, is to have fulfilled a most important aim in their education. Many of the so-called helps to education, the cinema, the wireless and, I should add, in far too many cases, the youth club, are doubtful allies of the school. Even if we omit their more obvious dangers, they do not give that training or furnish the opportunities afforded by books. To teach children by means of films rather than by books is to encourage in them that passive attitude which is, I am afraid, growing more and more common in these days and to make far more difficult their ability to educate themselves when they leave school. They can obtain books on any and every subject in

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which they are interested; the school can do nothing more valuable for its pupils than to teach them the value of books. I am not arguing that reading has value irrespective of what is read. On the contrary, I should place much of what the present day child reads among the obstacles to his education, for there he finds that false scale of values which he finds in most of his visits to the cinema, and which I believe has made the task of the school so much more difficult. When we hear doubts whether all the money spent on education has justified itself by producing better citizens, I think we might well reply by pointing out that the school is but one of the educative influences to bear upon the child, and that while he is out of school, many other influences come to bear upon him, that these influences have multiplied and become more and more powerful, and that many of these influences are not the helpers but the opponents of the school. To return to books and reading; what is read and how it is read is of the greatest importance. To believe that the child in reading trash is necessarily better employed than if he were reading nothing is nonsense; to believe that if he forms a habit of reading trash he will go on to read its opposite is also nonsense. It might be so if the amount of trash for him to read were limited, but I see no reason for thinking that it is, nor, fortunately, is the amount of valuable reading matter. The economists, I believe, have a Gresham's law which proclaims that bad money drives out good; I believe that this is also true in a child's reading; the school should provide the good books by means of which not only the habit of reading, but the reader's taste should be formed. The number of books and the variety of books in the class room and in the school library should be greatly increased. Multiplication rather than addition is needed.

I should like here to refer to the lessening influence of one of the school's allies; I mean the home, and, more particularly, the mother. It is difficult in these times to oppose the entry of married women into industry, but I cannot believe that it can be for the ultimate good of the nation that its children should be left uncared for. I know it may be said that nurseries and schools are provided to look after the children, but these are poor substitutes for the good mother, and surely, for the good mother, working in a factory is a poor substitute for bringing up her children. There is another side to this matter. Just as the mother cannot do two jobs at the same time, neither can the teacher. The schoolmaster and schoolmistress in England do not take a narrow view of their functions, but nevertheless, to widen and increase these functions is inevitably to make more difficult their main duty which is to teach and, I would maintain, to teach what are generally thought of as school subjects. At present, their energies and time are being far too much occupied in matters which should be the concern of their parents. Their actual teaching time is far too long; no human being can teach for some twenty-five hours a week with the vigour and freshness which all good teaching requires; moreover, the teacher must also be a student and has neither the time nor the energy required to prosecute his studies if he spends all his time in the classroom. Our colleagues in other countries are not expected to teach as long hours as are English teachers, nor are required to perform various out-of-school activities, as we are. I would plead for a shorter teaching day in our schools; next, to a decrease in the size of classes—I consider this the main reform required. I know all the difficulties, but at least, let the public recognize that not only are more new schools required and more teachers for the new schools, but that the existing schools need more teachers if the teaching is to be of the quality which we owe to the children. The first-class teacher must be an artist; his work is creative and he must not be treated as a day labourer.

Bury St. Edmunds Corporation have given a site for a new Anglican church which is to be erected on the Mildenhall Road housing estate at a cost of £8,473.

National College of Food

Following negotiations between the Ministry of Education, the Ministry of Food and representatives of various sections of the food industry, it has been decided to establish a National College of Food Technology in London, about September. A board of Governors has recently been appointed by the Minister of Education on the nomination of the interests concerned.

The College will provide the different sections of the food industry with training at a high level. This will include the handling, preservation and processing of meat, fish and other foods together with their various derivatives and by-products; it will also deal with those branches of science most closely concerned with changes which take place in food during preservation and processing. This training will be particularly valuable for food scientists and others employed in the food industry either on the manufacturing side or on research.

As a temporary measure, the College will be housed within the premises of the Smithfield Technical College and some adapted premises in the near vicinity. Plans are being prepared, however, to provide new premises in the near future.

Since the College will deal with studies beyond the ranges normally provided in technical colleges, the students will attend on a full-time basis. As it is generally accepted that the basis of advanced technology is a good foundation of science coupled with industrial experience, the students must be drawn from industry at a comparatively late age in life (usually at twenty-three or more years of age). It has been necessary, therefore, to secure the full support of the different sections of the food industry so as to ensure that the instruction will be up-to-date and only those candidates selected who are the type required by industry for responsible posts. This support is assured, for the Food Manufacturers' Federation, the Institute of Meat, the National Federation of Fishmongers and the Co-operative Wholesale Society have given guarantees that students will be forthcoming from the sections of the industry they represent.

The College will follow the pattern of other colleges set up for industries in which the number of responsible persons engaged is relatively small, and where training of a high standard on a regional basis would be uneconomic. Such colleges have been established for Horology, Foundry Work, Rubber Technology, and Heating, Ventilation and Refrigeration.

Variety in Education

Everything the State does for the individual is partly cancelled by what it does to him; and the modern art of life is epitomized in the problem of exploiting the benefits of subvention and centralization while sacrificing the minimum of freedom. Nowhere is a liberal solution more crucial than in education, the foundation of all other freedoms. Children now growing up will be stamped, in greater proportion than ever before, in patterns set or fostered by the State. Professor Lester Smith was expressing a vital national concern when he insisted in his address to the Conference of Educational Associations (December 28th) that these patterns must be as diverse as possible.

Professor Lester Smith has on another occasion remarked that the head teacher's room is being transformed from a study to an office. This encroachment of administrative duties upon purely educational and inspirational work is regrettable, but inevitable. Certainly it is far better that a head teacher should be something of a bureaucrat than that he should abdicate administrative control to a professional bureaucrat in Whitehall. Only by maintaining the greatest possible measure of school autonomy can the flexibility and variety of our educational system be preserved.—*Daily Telegraph*.

OFFICIAL ADVERTISEMENTS

APPOINTMENTS VACANT

The Kingsley School (Leamington High School for Girls) Warwicks. **PHYSICS MISTRESS** required in April or September of next year; a temporary appointment for the Summer Term possible. Advanced and Scholarship work required; also Physics for General Science at Ordinary Level. Burnham Scale; Government superannuation. Apply Headmistress, Miss D. A. Sweet.

WARWICKSHIRE EDUCATION COMMITTEE. (Solihull Exempted District.) **SOLIHULL HIGH SCHOOL** (365 girls).—**WANTED** in SEPTEMBER, **ASSISTANT MISTRESS** to share in the teaching of **MATHEMATICS** throughout the school, including the Sixth Form. Apply Headmistress as soon as possible.

PORTSMOUTH. Qualified Teachers required for Domestic Science, First year Juniors and Infants, at St. John's R.C. School, Portsmouth. Apply the Administrator, St. John's Cathedral, Edinburgh Road, Portsmouth.

APPLICATIONS are invited from male graduates, not over forty, for the position of Deputy Director of Education. Duties will include the administration of a Lecture Service, vacation courses, a film library, and an education society. The Deputy Director will also be concerned with the editing of an Educational Journal and will be required to supervise the production of filmstrips and other visual aids. Some knowledge of Wool is desirable but not essential. Starting salary, £750 per annum, with superannuation benefits. Applications stating age, qualifications, experience and references, should be marked confidential and addressed to the Director of Education, International Wool Secretariat, Dorland House, 18-20, Regent Street, London, S.W.1, within 14 days of the appearance of the advertisement.

TRAINEE DOMESTIC BURSAR.—Resident POST as ASSISTANT to BURSAR'S SECRETARY and SCHOOL HOUSE-KEEPER. Unusually wide experience offered. £1 per week, plus full board.—Bursar, Dartington Hall School, Totnes.

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REQUIRED.—April, resident Junior Mistress or Master. Teach French to Common Entrance and General Form Subjects. Games a recommendation. Co-ed. P.N.E.U. school. Salary according to experience.—Lea House School, Bewdley Hill, Kidderminster, Worcs.

WANTED for September, 1951, a trained FROEBELIAN for the bottom form (group 7½ to 9) in Recognized Independent Girls' Boarding School. Small classes. Country post. Burnham Scale.—Principal, Wispers School, Midhurst, Sussex.

ANCILLARY SERVICES

COOK REQUIRED April, in Co-educational Preparatory School. Salary, £200 per annum, resident. Also **MATRON** in April. 15-20 boarders. Salary, £180 per annum, resident.—Lea House School, Bewdley Hill, Kidderminster, Worcs.

RESIDENT COOK REQUIRED for boys' boarding school. Senior post available for suitable applicant. Salary according to training and/or experience. Apply immediately to Secretary, Woodhouse Grove School, Apperley Bridge, near Bradford, Yorks.

EXAMINATIONS

BRIGHTON COLLEGE

An Examination is held each June to elect Open Scholarships and Exhibitions, the maximum value of which is equal to 40 per cent. of the fees.

A number of Gill Memorial Scholarships and Exhibitions are offered each June to sons of Officers or Ex-Officers in H.M. Army. The amount of emolument will depend upon the candidate's scholastic ability in the Examination. The financial position of the parent will also be taken into account, but the value of a Scholarship will in no case exceed 40 per cent. of the fees.

Some Centenary Endowment Scholarships for Boarders are offered on the result of the C.E.E. in June. These Scholarships are awarded on interview and are intended for boys of outstanding character who might not gain an Open award. The maximum value of the Scholarships is equal to 33½ per cent. of the fees.

Two Arts Scholarships may be awarded annually for outstanding ability in music or art, the maximum of each award not exceeding 33½ per cent. of the Fees.

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THE MIME THEATRE COMPANY will be touring schools, colleges and youth centres throughout Britain in 1951. Programmes include folk legends, mime plays, French pantomime, plays by Chekhov, Wilde, Yeats, Shakespearean scenes, and training sessions. Enquiries to Secretary, 150, Downham Road, London, N.1.

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GRAMOPHONE REVIEW

Peter and the Wolf (Prokofiev) (H.M.V. C4046/8).—This work was written in the thirties especially for children as an introduction to listening to orchestral works.

The tendency during the last three years, with regard to musical appreciation in the schools, has been to increase the musical knowledge of the children by adding one instrument after another to the ensemble. Beginning with the string quartet, the clarinet is added, then the oboe, or the French horn, and so the ensemble is built up until the children ultimately get to the full symphony orchestra.

The obvious disadvantage of this scheme is that some children never get to the orchestral stage. But, whatever the pros and cons of such a scheme, these records of "Peter and the Wolf," should satisfy the latest trend, because at the outset the instruments are introduced individually and each instrument represents one of the characters in the story and each character has its own particular theme. The flute represents the bird, the oboe the duck, the French horns herald the approach of the wolf and so on. This is certainly the way that individual instruments should be presented to children.

Yet, in spite of the very clear commentary by Wilfred Pickles and the fine solo and orchestral playing, it is doubtful whether the "Peter and the Wolf" music has an immediate appeal at first hearing to the ordinary school child.

Certainly, once the records have been heard several times, the music and the story can look after themselves.

It may not be generally realized that the popular favourites with school children are "Sparkey and his Magic Piano" and "Tubby the Tuba," for the simple reason that both have a very human appeal and there seems to be no reason why other records should not be made on similar lines with better music and better playing.

March and Entry of the Guests (from 'Tannhauser': Wagner) (Columbia LX1347).—This will appeal to children, mainly because of the March rhythm, the tune and the trumpet fanfare, and it is so much easier to give children a musical education on the basis of records that they appreciate at a first hearing. It is distinctly encouraging to hear "Please put it on again, Sir!"

Fifine at the Fair (Bantock) (H.M.V. DB21145/8).—Although there is a story, these records are not for children. The recording was made under the auspices of the British Council. The music is full of interest for students from the point of view of atmosphere, orchestration and treatment of thematic material. The records well illustrate the trend of British music in the early part of the century, and the work is sympathetically performed by the Royal Philharmonic Orchestra conducted by Sir Thomas Beecham.

Vocal Music.—The very fine singing of the Templars can be heard once more on a 10-in. record, with carols on one side and the amusing cumulative song, "The Twelve Days of Christmas," on the other. The titles are:

The Twelve Days of Christmas
See amid the winter's snow
O little town of Bethlehem

H.M.V. B9995.

There is also another Alfred Deller recording in which he sings two Purcell songs very beautifully: "Epithalamium" and "Sweeter than Roses" (H.M.V. C4044).

There is also some very lovely Mozart singing from the Glyndebourne production of 'Cosi fan Tutte' (Act 2) with Sena Jurinac, Blanche Thebom, Erich Kunz and the Glyndebourne Festival Orchestra (H.M.V. DB21119).

Bach Records, in celebration of the bicentenary year: Suite No. 2 in B minor (H.M.V. C4032-4) played by The London Chamber Orchestra conducted by Anthony Bernard, with Gareth Morris (solo flute).
"Alleluja" and "Mein glaubiges Herz"—Cantata No. 68 (Col. LX 1336).

"Jauchzet Gott in allen Landen"—Cantata No. 51 (Col. LX 1334-5) sung in German by Elisabeth Schwarzkopf (soprano).

The whole suite is clearly and precisely played. As an example of fine flute playing, the last record can be recommended to all schools.

The Cantata No. 68 will be familiar to many school children, because the second song is usually included in the school music repertoire with the English title, "My heart ever faithful."

It is interesting to compare the German singer in the Bach Cantatas with the Italian, and the two excerpts from Mozart's "Il Seraglio" well illustrate the particular beauty of the Italian voice.

"Ah! chi amando" and "O che gioia che piacer" (Parlo. R. 30028) sung in Italian by Lina Pagliughi (soprano).

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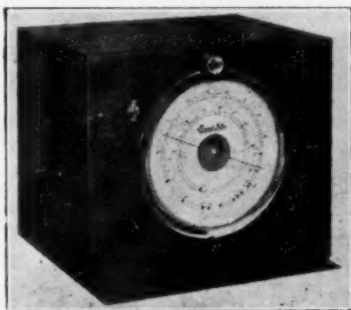
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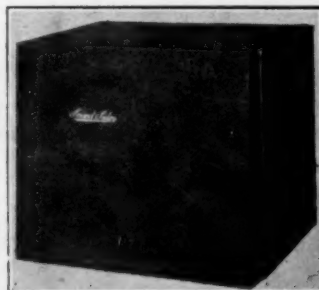


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